

**How to Make an
Academic Essay
Writing**

PERHATIAN
KECELAKAAN BAGI ORANG-ORANG YANG CURANG
(QS Al-Muthaffifin Ayat 1)

Para pembajak, penyalur, penjual, pengedar, dan PEMBELI BUKU BAJAKAN adalah bersekongkol dalam alam perbuatan CURANG. Kelompok genk ini saling membantu memberi peluang hancurnya citra bangsa, “merampas” dan “memakan” hak orang lain dengan cara yang bathil dan kotor. Kelompok “makhluk” ini semua ikut berdosa, hidup dan kehidupannya tidak akan diridhoi dan dipersempit rizkinya oleh ALLAH SWT.

(Pesan dari Penerbit ALFABETA)

UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 19 TAHUN 2002
TENTANG HAK CIPTA PASAL 72 KETENTUAN PIDANA
SANKSI PELANGGARAN

1. Barang siapa dengan sengaja dan tanpa hak mengumumkan atau memperbanyak suatu ciptaan atau memberikan izin untuk itu, dipidana dengan pidana penjara paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp5.000.000.000,00 (lima miliar rupiah).
2. Barang siapa dengan sengaja menyerahkan, menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1), dipidana dengan pidana penjara.

**Dr. Acep Unang Rahayu, M.Ed., T.E.S.O.L.
Drs. Joko Prayitno, Dipl. T.E.S.L.**

How to Make an Academic Essay Writing



PENERBIT ALFABETA BANDUNG

Hak Cipta Dilindungi Undang-undang
Dilarang keras memperbanyak, memfotokopi sebagian
atau seluruh isi buku ini, serta memperjualbelikannya
tanpa mendapat izin tertulis dari Penerbit.

© 2016, Penerbit Alfabeta, Bandung

Bhs18 (x + 118) 16 x 24 cm

Judul Buku : How to Make an Academic Essay Writing
Penulis : Dr. Acep Unang Rahayu, M.Ed., T.E.S.O.L.
Drs. Joko Prayitno, Dipl. T.E.S.L.
Penerbit : **ALFABETA**, cv
Telp. (022) 200 8822
Fax. (022) 2020 373
Website: www.cvalfabeta.com
Email: alfabetabdg@yahoo.co.id
Cetakan Kedua : Oktober 2016
ISBN : 978-602-289-138-3

Anggota Ikatan Penerbit Indonesia (IKAPI)

Preface

This book is aimed at training students to know how to write an essay as a part of academic writing. In this book some principles of writing are introduced and some practices are provided to encourage students to understand the writing theoretical background.

Some chapters provide examples of application letter and curriculum vitae for the students to practice and understand them. It is hoped that the students are able to make an appropriate application and curriculum vitae after they have graduated.

This book still needs some revisions, but many own ideas expressed as to share the writers experiences in our daily teaching. We hope that this book will be very much useful for everyone using it.

Bandung, January 2014

Dr. Acep Unang R., M.Ed., T.E.S.O.L.

Drs. Joko Prayitno, Dipl. T.E.S.L.

Acknowledgements

We would like to thank Pak Daeng Nurjamal for his encouragement, advice, and support for writing up this book, those using this book, my students and other readers and users of this book, publisher Prof. Dr. Buchari Alma wishing to publish this book.

The head of Sekolah Tinggi Pariwisata Bandung for his support, lecturers of STP Bandung and AKPAR Bandung, colleagues and friends for using this book.

It took time to finish up this book due to time management and correcting here and there while trying out some practices in the classrooms. We hope that this book will be much useful in the future.

Writers

Dr. Acep Unang R., M.Ed., T.E.S.O.L.

Drs. Joko Prayitno, Dipl. T.E.S.L.

Introduction

The purposes of this book is to provide teachers with a practical introduction to train students to understand academic writing with its principles of academic writing. In Indonesian academic writing is not a new subject, however many Indonesian students find this difficult to practice. Writing an essay as a part of academic writings is still found hard for students to practice. This is due to the lack of writing knowledge and practices. Cultural background influences a great deal in shaping the students minds of writing. Indonesian students are not accustomed to writing an essay in their own native languages nor in English. We shall argue that Indonesian teachers in any subjects rarely give tasks in the form of an essay.

English trainers, teachers, instructors or lecturers may vary the techniques in delivering the lesson in this book in according to their own experience. Improvisations are needed in giving tasks to practices the theories taught. Giving other supporting materials is also suggested to strengthen the theories being described in each chapter.

To note here theoretical background provided in this book is up to date taken from many sources such as from books and materials from internets, however changes are flexible to make. The last but not least, our creativity and innovations are the most challenging things.

Good luck to you all.

Content

Prefaces	v
Acknowledgement	vi
Introduction	vii
Content	viii
Chapter 1	
The Purposes of Your Writing	1
A. Introduction	2
B. Why	2
C. What	3
D. Who	3
E. How	3
Chapter 2	
Principles of Writing	5
A. Introduction	6
B. The Importance of Writing Ability	9
C. Writing Style	11
Chapter 3	
Choosing the Right Words	13
A. Introduction	14
B. Writing Process	14
C. List of Complex Words	15
D. Positive Words	17
E. Negative Words	17
F. Developing Your Own Tone of Voices	17
G. Putting Power Into Your Sentences	18

Chapter 4	
Essay Writing	23
A. Introduction	24
B. Reasons for Writing an Essay	24
C. Types of Essay Writing	26
D. Parts of an Essay	37
Chapter 5	
Steps and Process in Writing an Essay	41
A. Introduction	42
B. Steps in Writing an Essay	42
C. Tips in Choosing the Topics	42
D. The Writing Process	43
Chapter 6	
Selecting Your Topic	45
A. Introduction	46
B. Reasons for Selecting the Topic	46
C. Understanding the Title	46
D. Understanding Key Terms and Instructions	47
Chapter 7	
Gathering the Information You Need	51
A. Introductions	52
B. Improving Your Research Skills	52
C. Practicing in Note-taking	53
D. Deciding What to Note	54
Chapter 8	
Thinking and Planning	57
A. Introduction	58
B. Effective Thinking	58
C. Planning Your Techniques	59
D. Techniques of Brainstorming	60
E. Putting Ideas Into Writing	61

Chapter 9	
Making Your Essay Coherent	63
A. Introduction	64
B. Outlining Your Essay	64
C. Prioritizing Your Ideas	66
D. Starting to Write	67
E. Keeping to the Point	67
Chapter 10	
Phrases Used in Academic Writing	69
A. Introduction	70
B. How to Argue, State, Agree, Propose, Etc.	70
Chapter 11	
Editing and Rewriting Process	77
A. Introduction	78
B. Getting Feedback	78
C. Examining Your Content and Flow	78
D. The Editing Process	79
E. The Rewriting Process	80
F. How to Pass Your Essay	80
Chapter 12	
Memo Writing	83
A. Introduction	84
B. Parts of Memo	84
C. Long Memo	85
D. Format	85
Chapter 13	
Resumes, Cover Letter, and Job Application Letters	89
A. Introduction	90
B. Guidelines	90
C. Job Application Cover Letters	92

D. Resume	95
E. Resume Preparation	96
F. Job Application Letters	102
G. Notes	106
Chapter 14	
Curriculum Vitae	107
A. Introduction	108
B. Example of Curriculum Vitae Format	108
Bibliography	110
About Writers	113

CHAPTER 1

THE PURPOSE OF YOUR WRITING

A. Introduction

This chapter describes the importance of knowing the reason why, what problems, writing to whom, and how to execute it. Knowing these four points will lead us to achieve the message that we wish to deliver in our writing.

B. Why

People write because they have variety kinds of purposes for examples, they want to

- say something important
- intend to deliver ideas
- share with others
- need information
- fulfill writing tasks, etc.
- solve problems last but not least

Before we write, of course we have something in mind why we need to write. We do not directly write what we need to write, most of us usually think first how to react to the problems faced.

Remember that, we write because we have problems to solve. Having problems does not always refer to a big one. Sharing ideas is sometimes a problem too, wanting to get an information is considered as a problem as well. Then, what to do next? We need to specify what to write.

C. What

Determine what problems first thing first, then think, plan and execute writing. Many of my students directly write before thinking what to write, as the results, they get stuck with confusion not knowing what to do next. Knowing *what*, will make your next steps easier to do. Then picture who will read your writing.

D. Who

Picturing or deciding who will read your writing may help you organize your writing well. You may be able to choose the appropriate words for certain people, composing the right tone, putting the right ideas to certain circumstances and finally achieve the purpose of writing itself. After that, you should decide how to express those mentioned above in your writing.

E. How

After having known the reasons for writing, what the problems are, who you are writing to, then know how to do it to achieve the purpose of writing that you intend to. Of course mastering the knowledge of writing needs a lot of practices and experiences, not to forget it takes time too. However, never lose courage if you wish to succeed. Decide or know your type of writing is important before you start writing your ideas.

The details about writing are explained in the following chapters ahead.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

CHAPTER 2

PRINCIPLES OF WRITING

A. Introduction

We shall discuss some principles of writing in this chapter to make our academic writing meaningful. It is advisable that our writing is understood by the reader, to be understood simplicity of idea and arranging sentence structure should be thought carefully. The tone or language expressions should be positive and building good will is another important thing to consider. To realize readable writing, this chapter will explain the importance of writing.

Now we come to the most principle rules of writing, that is the most useful tool in writing, understanding some principles of writing. No matter how brilliant you are, sharp ideas you possess, many experiences you intend to share may be useless or even your writing may sound weird and confusing to the readers if you do not know or apply what sensible knowledge of writing principles in your writing. Finally, what you intend to say in your writing becomes a mess. Here are some principles, though not entirely perfect, but useful in many ways.

Writing is a many sided challenge. You need to plan and compose effective messages that require you to put the principles into practice. At first you need to think and use them consciously, later on you will master them and use them easily. Every writer should be able to produce a written message that achieves two goals:

1. Your writing should have complete structure.
2. Your writing should achieve its purpose quickly, clearly, and effectively.

You should not expect to master all the techniques at once, you will quickly see that writing is a combination of things going at the same time, not a disconnected series of steps to do in a certain order. A good writing should totally affect the reader. Most people respond to naturalness, courtesy, friendliness, and sincerity. Picture your reader

reading your writing whether s/he be receptive to its message? The total effect on the reader determines whether s/he will react the way you want.

If your writing is proper, it should answer yes to the following three questions:

1. Will the reader understand the message?

Writing must be simple to be clear. The simple sentence is the most useful tool in any kind of writing. The simple sentence is a single clause containing one subject and one predicate. Resist the temptation to join a single idea to another idea with one of these links: and, but, nor. To keep your sentences simple, avoid overuse of conjunctions. Such as therefore, moreover, however, and accordingly. Avoid using complex and vague words. Fancy words won't impress the reader.

Use simple words your reader will easily understand without consulting dictionary to help the reader understand your intended meaning. Don't forget to be correct and natural in your use of words and constructions of sentences so that your writing flows smoothly. Your reader will understand you and be grateful to you as well.

The highest compliment readers can pay you is when they say that your writing is simple, clear and sensible the last but not least very helpful.

2. Is the tone positive?

Whatever you express in your writing may influence your reader as much as what you say. Your writing will appeal to the reader if you:

- a. use formal or rather informal writing style.
- b. you write academic writing use formal style.

- c. use positive ideas rather than negative ideas.
- d. emphasize “you” viewpoints whether it is in academic or letter writing.
- e. are responsible for what you are saying throughout your writing.
- f. are interested in your reader’s interests or needs in getting information.
- g. sincerely want to help of course.

The bottom line is that your naturalness, courtesy, friendliness, and sincerity are powerful in your writing.

3. Will your writing do its specific job and also build goodwill?

Your reader will be thankful if your writing is understandable, and friendly tone of your message will make your reader impressed. That is why your writing should do both of the following:

- a. Accomplish its specific job
- b. Increase goodwill.

One of the most important objectives in all kinds of formal writing is to make the reader understand your message, and of course get the information that they have been looking for. If you write a business correspondence you should make your reader react to build goodwill toward you and your organization. Though you can not always cater for what your reader wants, you can still convince that you understand your reader’s problems and you intend to help.

B. The Importance of Writing Ability

To communicate with other people does not always mean to talk to others through speaking. Writing is the other way to communicate with others. You speak your mind to others through writing. Your written communication is vital to you. If you wish to find a job or receive a promotion, you will need the ability to communicate through writing and speaking skills. If you are a worker, your job skills alone will not ensure your success in business if you lack having the ability to communicate well with your customers, colleagues, subordinates and supervisors or your bosses. To communicate easily and effectively through writing with your reader, five tests of effective writing as follows may be useful, here there are:

1. Courteous

Be careful in choosing words that you yourselves would be unpleasant to react. Actually it is not what you say, but how you say it. Showing your interest to communicate with others is important. To the reader your tone should sound sincere, helpful, pleasant and courteous of course.

2. Clarity

Clarity here means simplicity in choosing words. Writing must be simple to be clear. It requires short words. The readers do not need any dictionary to find words you are using in your writing.

They just quickly understand your intended meaning. Clear ideas also means clear words, then you will be understood. Here are some examples of trite or vague expressions:

Trite or vague phrases

acknowledge receipt of

at the present writing

attached please find

due to the fact that

for your information

regarding the matter

regret to inform

we are pleased to note

this is to acknowledge

in due course

Substitute phrases

thank you for

now

attached is

(omit this phrase)

(omit this phrase)

(omit this phrase)

(omit this phrase)

(omit this phrase)

thank you for

in ten days

3. Complete

Completeness is closely related to clarity, an important message may be unclear because essential information has been omitted. For example, this request in a memo cannot be completed because it has incomplete information: Please send me some paper. The reader may ask question like how much, what size, what type, what colour etc. A good guide for the completeness test is to ask yourselves questions such as: Who? What? Where? When? Why? and How? You are helping your reader understand your intended meaning when you can provide with complete information.

4. Concise

Conciseness does not always mean brevity or very short. Say what you have to say in fewest expressions without leaving out important facts or relevant details of information is one of the examples being concise.

5. Correct

After you have noticed that your writing is courteous, clear, complete and concise, you have to make sure that your writing is all correct in terms of the following:

- a. Typographical eg. Wrong letters, extra words, words left out, errors in spacing.
- b. Reference sources eg. Misspelled words and names, errors in word selection, dates and figures, capitalization, punctuation and incomplete information. To make your writing understandable you have to do the editing process.

C. Writing Style

What is a style?

People's styles of writing vary individually, so does your writing. Writing will depend so much on the purpose and the reader of course. This is what you need to know. Know yourself as well as know your reader in terms of your writing styles. Style here is how you say or express yourself or thoughts as effective as possible in your natural ways. You need to practice a great deal in sharpening your style though you do not have to force yourself through it. You need to read many books to compare the styles that other writers use in their writing, but you do not necessarily imitate their styles. All you need is the experience to know the style that you and others use.

Through time space you will be able to change and improve your style of writing.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

Chapter 3

Choosing the Right Words

A. Introduction

This chapter discusses the writing process which is very important to know before we start writing. The list of complex words gives us knowledge which complex words to understand but not effective to use, positive words are suggested to use to encourage readers and negative words should be avoided as much as we can because they tend to discourage readers. Developing your own tone of voice is advisable in any formal writing. Putting power into your sentences will make your message more powerful to reader's mind.

B. Writing Process

In the writing process, writing takes place when a writer:

1. chooses words
2. assembles them into phrases
3. connects the phrases to form sentences
4. groups the sentences into paragraphs
5. organizes the paragraphs into a coherent message

To communicate with your reader it is better to use short, common, familiar words because short words will help to keep the message readable. To make your writing clearer and easy for the reader to understand your writing use the following tips:

1. Simple words that the reader will understand.
2. Concise words that do not waste the reader's time.
3. Conversational words rather than vague expressions (for business letter).

4. Appropriate words for conventional business usage.
5. Correct words instead of inaccurate words.
6. Specific words that make your writing more precise.
7. Positive words instead of negative words.

C. List of Complex Words

Here are a list of complex words which are mostly found in business letters, or academic writing they are good words, but each has a more common substitute that usually does a better job of communicating.

Instead of these complex words

Choose these simpler words

a substantial segment of the population	many people
affords an opportunity	allows
approximately	about
are fully cognizant	know
ascertain	find out
assistance	help
commence	start
consummate	complete or finish
converse	talk
effect the destruction of	destroy
encounter difficulty in	find it hard to
endeavour	try
gratuitous	free
hold in abeyance	delay
interpose an objection	object

it is requested that	please
negligible	small or slight
numerous	many
peruse	read or study
procure	get
renumeration	payment
subsequently	later
sufficient	enough
terminate	end or finish
utilize	use
first of all	first
held a meeting	met
in the near future	soon
in order to	to
in possession of	have
is a matter of	is
whether or not	whether
kindly advise me or kindly inform me	please write me or please call me
regret to inform you that	I am sorry that
thanking you in advance	I shall appreciate
a lot of	many or much
different than	different from
inside of	inside
insight of	insight into
like I do	as I do
the reason why... is because	the reason is that

D. Positive Words

Positive words create a pleasant aura around your message. When you write a business letter it is important to use warm words that may stimulate a desired action on the reader's part. The following words help to produce psychological effect:

Use these positive words:

Advantage, enjoy, progress, comfortable, profit, agreeable, fortunate, satisfaction, success, benefit, generous, pleasure, valuable, welcome.

E. Negative Words

The following list of words should be used with caution because they can make the reader feel that you are criticizing them, and may be they become irritated with you.

Abuse, discomfort, neglect, alleged, dissatisfied, problem, apology, error, refuse, blame, failure regret, broken, guilty, impossible, suspicion, carelessness, inability, trouble, claim, inadequate unable, complaint, inconvenience, unfair, criticism, inferior, unfavorable, defective, insinuation unfortunate, delay, loss, unwilling.

F. Developing Your Own Tone of Voice

Tone of voice in writing means: praising or blaming, agreeing or angry, being rough or gentle, being kind or cruel, applauding or hectoring. All good tone of voices should come naturally to you when you pretend you will ruin the reader's impression about you. There is a tone of voice suitable for your essays, for the purpose and your

audience. The audience is your tutor who is going to grade it, so the essay will be formal rather than informal, serious rather than light-hearted, impersonal rather than personal. The reader wants an essay that is not only correct, but is also fresh, interesting, readable, and original as the topic allows you to be. Your lecturer may deliver good material in class, qualified advice, but if his voice is toneless, the students as his audience may give up listening. The same thing in writing, if it is toneless, the reader may be bored. That is why your writing should be interesting, understood and enjoyed. So what gives your writing its particular tone is that in the end it seems a mystery that comes from the heart of yours as a writer.

G. Putting Power Into Your Sentences

Here are six rules for making simple, direct and powerful sentences.

1. Average 15 to 20 words a sentence.

Make one main point only. Sentences much longer than 20 words are written of course. Semi colon is sometimes used to avoid too many short sentences.

2. Give your sentences varied lengths, structures and rhythms.

The modern short, economical sentences can become muscle bound. Short sentences must be interrupted by long sentences to balance the variety and rhythms. When a long sentence gets out of control, ask yourself what the subject is, what the predicate is, then either reduce the sentence into clarity or divide it into two or more sentences.

3. Use active voice rather than the passive voice.

When the subject in this sentence sounds like 'criminals shot the police' it will be better than 'the police was shot by criminal'.

4. Give the result rather than the process.

This sentence 'He did it' will sound more direct than 'He wondered whether he should do it or Not'.

5. Be positive rather than negative.

This sentence may sound relax 'He failed' better than' He did not make it'.

6. Keep related words together.

To make it simpler this sentence "There is a big gasoline station in Lembang that is on outskirts' is better expressed as'... gasoline station on the outskirts of Lembang'.

Examples of Writing Styles

Informal : or else we won't be able to change the policy.

Formal : I suggest that we meet to discuss this issue at a mutually convenient time.

Impersonal: There have been reports that some managers are not complying with the smoking guidelines.

Personal : I have heard that some managers are not complying with the smoking guidelines.

Bureaucratic: Since first inventorying Agency activities subject to OMB Circular A-76, we have reviewed those activities for adequacy under revised guidelines from OMB.

Technical : CDC systems, inc., is a global recognized custom designer, fabricator, manufacturer, and provider of Turkey antenna systems; earth stations; radio and optical telescopes for communications.

Nontechnical: CDC Systems, Inc., is known worldwide for our custom design and production of antenna systems. We provide a

large variety of communications equipment, including earth station.

Scientific : The Haemostatis and Thrombosis Group consists of five senior investigators and two junior investigators.

Business (informal): ABC Corporation is pursuing a program to purchase minority interests in small business companies that indicate potential growth opportunities in the future.

Business (formal): The letter is to certify that a money market account in the name of Mary Lane was established today.

Legal : Before the court is defendant's motion for summary judgment pursuant to fed. R. Civ.P.50.

Conversational: My first real job was junior salesman for the quality Park Envelope company.

Journalistic: Environmental companies in Europe are looking attractive, as a result of dirty water, dirty air, acid rain, hazardous waste, sewage and little room for landfills.

Academic : Power is a most basic facet of organization life, yet inevitably it generates conflict because it constricts the autonomy of those who respond to it.

Colorful : The word 'uniform' commonly evokes images of soldiers, police officers, doctors, nurses, sports figures, even by Boy Scouts, Girl Scouts, and parochial school students.

Pictorial : Effortlessly we rose; we were off; a long curve upward. The squat ferryboat below plowed across our wake, and great flat barges carrying rectangular mounds of different colored earth like spools of gold and tawny silk.

Literary : Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for

knowledge, and unbearable pity for the suffering of mankind.

Poetic : A soft liquid joy like the noise of many waters flowed over his memory and he felt in his heart the soft peace of silent spaces of fading tenuous sky above the waters, oceanic silence, of swallows flying through the sea dusk over the flowing waters.

Task

- Case studies: put writing principles into practice.
- Swap your essay with others.
- Edit your friends essay.
- Discussion points: difficulties in putting writing principles into practice and editing other's work.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

Chapter 4

Essay Writing

A. Introduction

In this chapter we are going to be more focus on Essay writing in details with some important components to know such as Reasons for Writing an Essay, Types of Essay Writing and last but not least Parts of Essay Writing.

B. Reasons for Writing an Essay

There must be a specific reason why we write an essay. You must make your mind what you are really talking about. Who you are talking to and how you are going to do that.

- **Why:** Most students are assigned by their lecturers or teachers to make an essay of different topic in order to sharpen the students' mind. Besides, writing an essay may broaden the student's knowledge. Other purpose of writing an essay itself is the interest on a specific topic. This will vary to each students.
- **What:** what you have to say deals with the content. What kind of content you really want to deliver in your essay. Of course making a plan, gathering data are essential before starting to write an essay.
- **Who:** who you are talking to is quite important to consider. Knowing who you are talking to through your writing, you will decide on what kind of words chosen or language expression you are using. Different level of people have different perception of understanding the message conveyed through an essay.
- **How:** knowing all of them mentioned above then you must decide how you will shape your essay in terms of structure, kind of language you use, what style you prefer, and how you present it, by hand or

type or word-process it. So a piece of essay can be best described under Purpose, Content, Structure and Style.

What does your reader need to know about your writing?

Instead of knowing what your reader wants to know, every writer often concentrate more on their writing, their interests ignoring what the readers really want to know about their writing. This is inevitable. It is hard to think or predict what every readers want to know from each writing.

What really important is that, the ideas that can be shared through an essay is different from letters that should answer or predict what the readers want from it. However, as an essay writer you must write as clear as possible to be understood. Personal letters may have various purposes and may be out of contact. It may sound conversational, sharing experiences that may not match with the reader's wants or needs. Business letters have specific purpose whether to sell, promote.

What is your tutor looking for?

In general your tutor may look for your essay that should:

- be relevant to the topic and knowledge related to it
- sound critical to the chosen topic
- be able to argue and analyze problems
- relate theory to specific examples
- contribute to the subject being learnt
- express clearly the idea
- answer what the title is about (an essay title can be predicted in terms of the content, in other word content should talk about the title or answer the title questions).

C. Types of Essay Writing

Deciding types of your writing is a wise step to take since writing itself is a way of communicating to others. If you take the wrong type of writing then you will be having some problems in delivering your intended ideas. Some misunderstandings may take place e.g. Your readers may well misunderstand your interpretations, even be offended by the way you speak.

Remember that writing is also a kind of talking or communicating to others through piece of paper. So, decide whether it is formal or informal types of writing. Formal writing is mostly found in academic writing such as an essay or letters of application, memo, curriculum vitae, business letters etc., but informal writing is normally personal such as love letters, or other related subjects dealing with personal matters. Even though some thought to be formal, writing can be informal here such as advertisements, opinions on newspaper. Here are some types of essay writing.

1. Admission Essay

This essay is made when you want to be accepted in a university. Make sure that you show yourself as a potential person. Tell directly something important that you need to further your study. Not to forget to promote you as a future student. Mention your future dreams and how this college may make your dreams come true. Mention what field of study that you are interested in.

Explain an honest description why you choose this college to further your study. If you have been awarded by school some achievements, mention them because this may help yourself as a very potential student in this college or university. Tell how you can contribute yourself to this department by showing your high motivation

and competence. Write briefly and honestly about you, but never run in a bush way. Otherwise the admission committee will forget about it just after finishing reading your essay.

2. Cause and Effect Essay

This essay explains why the events take place or it interprets the consequences of the event. For example why Tsunami happens and what the consequences that it makes. So to find the cause is to ask yourself “Why” and “What” to ask the effect.

Choose your writing style in this type whether to persuade or to inform the reader about something. Remember that in Western culture it is accustomed to give factual examples to strengthen your essay.

3. Classification Essay

Classification essay divides groups of objects to be common or well-known, but not too general nor global. For examples:

- Compare the highest to lowest levels of students’ motivation.
- Rank the novels by their numbers of buyers.
- Classify careers of the workers to the chances that companies offer.
- Classify some common principles to make your essay understandable.

4. Comparison and Contrast Essay

This type is very common in American high schools and universities. In this essay students have to compare two things such as problems, events or opinions and judge their similarities and differences. This essay creates and develops critical thinking as much as

argumentation and understanding of the events and things that are being compared.

Examples of the headings in compare or contrast assignments are:

- Compare and contrast the land conditions for paddy rice field of West Java and East Java.
- Compare the political approach to Habibie and Susilo.
- What are the similarities and differences of their policy?
- Compare and contrast the singers “Krisdayanti” and “Syahrini”

Comparison or contracting techniques.

- Draw spider web as described in previous chapter. Write similarities and differences.
- Ask Wh, H, and to be questions to help you get on the right track.
- Thesis, thesis of compare or contrast essay should be specific and backed up with highly argumentative analysis.
- Planning is important in doing this essay.
- Organizing item by item or point by point.

5. Descriptive Essay

Descriptive essay is another essay describing people, places, things, moments and theories with sufficient information to support the reader in creating a mental picture of what is being written about. When you are writing a description you should remember a well-known saying:

Show it but don't tell it. Showing the reader through descriptive details involves the use of specific vocabulary that enables the readers to imagine or experience something for themselves.

There are two kinds of description essay:

a. Objective Description

Objective descriptions focus on the object or fact rather than on feelings and thoughts about it. It should be free from any interference of feelings and thoughts. You should describe the object as it is. The description should be as precise and detailed as what we see, feel, taste, smell, or look.

The purpose is to visualize the object vividly through carefully chosen words for the reader. For example, literal descriptions of a classroom should visualize the dimensions, the color, the number of windows, what are inside it, etc. The objective description should represent camera-like objectivity.

b. Subjective Description

In contrast to objective description is subjective description. The purpose of this subjective description is to share what you see, feel, or think with the readers. You can achieve this directly through a straightforward statement or indirectly through careful choice of words and phrases.

You can describe a chosen person you have observed for some time or someone of special meaning to you. You could convey your feelings and thoughts about the person by selecting and emphasizing details that show your impression of the person. For example, you have observed and approached an old beggar and you think you know well about him. Then, you want to write a description of the old beggar. It is not enough to describe only her physical appearance, what and how he does for a living. To do this, you may focus one of

your paragraphs on describing his wrinkled face, his facial expressions, roughness of his skin, his changing complexion, resulting how he lives throughout his life – moving from one place to another - begging, you can add your description by portraying his patient and faith. You might also describe how he would say good things and prayer for you with his trembling voice when having a conversation with you or how shaky he is when walking. Using figure of speech such as *simile*, *metaphor*, and *personification* may also help enliven your description.

When you are planning to write a description, begin with a brainstorming list of unorganized details, then arrange them in a way that supports your thesis to express your dominant impressions. You can use the following strategies: 1. Move from a specific description of an object to a general description or vice versa; 2. Move from the least important to a more important until you focus on the most important feature; 3. Move from the smallest to the largest, the least unusual to the most unusual detail; 4. Present the details in a straightforward spatial order moving from left to right or right to left, from top to bottom or bottom to top, from the outside to the inside or the reverse, from abstract to concrete or combination of the strategies in different parts of the description. Also remember the place or location where you can have a good view of something you want to describe. You may choose which point is the most interesting or suitable for the reader, close or distant, fixed on one spot or move, for a short or long time.

Signal words:

on the second floor, along the back of the house, under the windows, on the right/left hand side, straight ahead, against the wall, above the bookcase, underneath the desk, next to the pillar, on your left, opposite the bed, down by the river/railway-station, on the river, near the bus station, in the center, in the eastern/western part of, in the northern/southern part of, on the outskirts /in the suburbs, in the

(surroundings) countryside, right below me, in the distance, on the horizon, on the skyline, around/ about a /100 yards away, a quarter of a mile away, on / to the left to my right, on the right-hand side, up/down the street from, a five-minutes' walk/ride form, within walking distance, on the far/near side of, alongside, on both sides of

Task

1. Get old magazines or newspapers and bring to class the pictures of places (scenes, buildings, rooms, etc.) Swap them among other students until you have two distinct types of pictures which will be used for the followings:

a. Write a description of a place or a building in one picture by explaining how it looks.

Use only factual details. Do not include personal opinions or feelings. Use a logical plan of development.

b. Write a description of another place or building, also use a logical plan of development and factual details. At the same time, try to convey your feeling or mood of the picture.

c. Pick and choose a character from a fiction or film that you think is truly interesting.

Write a description in which you can demonstrate that this character is so special.

d. Choose traditional clothes from a certain region in Indonesia, for example *Kabaya*, *Batik*, or *Kampret*. Include factual details and your feelings and thoughts about it in your own description.

e. Visit your college library, and write an objective description of the reference section.

Be specific, and be sure to select an organizing principle before you begin your essay.

- f. Describe your reaction to a movie, concert, or sports event that you have attended. Be certain to include the reactions of the other spectators as well.
- g. Visit a local art museum or gallery and select a painting that interests you. Observe it carefully, and write an essay-length description of it. Make certain that you decide on a scheme of organization in advance.
- h. Select an object that you are familiar with, and write an objective description of it. Include a diagram if you wish.
- i. A favorite restaurant.
- j. My best teachers.
- k. An antique chair.

6. Informal Essay

This essay is for fun purposes. It is informative in some ways, but it is well-organized. The writer expresses point of views freely it should sound like having conversation when the readers are reading this type of essay. Tell the beginning of your story from the start to the end. For example: The first day on campus, The first trip to Bali, The experience on climbing Mount Gede in West Java Etc. Try to impress the readers by showing the most interesting experience of the story.

There are three techniques in making an informal essay:

1. Foreshadowing: In this technique you create unexpected, unknown and even unpredictable happenings of your story to make your readers stay and keep being attracted to read your essay.
2. Withholding: this technique holds the curiosity of the readers on questioning themselves with the flow of the events of your essay. You withhold the answer up to the end of your essay.

3. Narrowing the plot: make your longer story or events shorter even you have got more than two stories. However, they must be related to one another.

7. Narrative Essay

Narrative essay is a piece of writing that tells the particulars of an act or course of events, it tells in a sequence series of incidents or events. The purpose of narrative may be to reflect, entertain, inform, explain, or persuade. There are six basic elements in narration –Who did what, where, when, why, and how? The point of view in the narration should also be considered. Is the narrative written from the first or the third person point of view? You can write narrative using both points of views. If it is your story - you are the eyewitness or the participant involved in the event, you can use the first person point of view (I, me, my, mine, us, ours), and what you tell will be a firsthand narrative. If you are not the person who has seen something happening or if it is a story about what happened to a friend or group of friends you can use the third person point of view as appropriate (he, she, they, them, theirs). Who writes the narrative and how it is written will influence the shapes of the narrative and the readers' acceptance. It concerns with your credibility as the narrator.

If your narrative is in a story format, you should include all the parts of a story: introduction, plot, characters, setting, climax, and conclusion. Chronological order is certainly appropriate, for example when you write about an automobile accident, or a historical event, you will probably relate the events in the sequence in which they happened. Time order is also the appropriate pattern for instructions or directions. For example How to make Sponge Cake, How to tame a wild horse.

Narration is often anecdotal, experiential, and personal. Since it relies on personal experiences, it is generally written in the first person and put in a story format. It offers you a chance to think and write about

yourself. When you write a story of your own or other events, you should make sure to include concrete details of the characters, the settings, the actions. You should use specific, vivid, concrete words that can evoke the readers' emotional responses. Your chosen words should appeal to the five senses: sight, sound, smell, touch, taste, to help the reader to visualize your story.

Narration can also serve different writing purposes such as found in writing police reports, lab report, medical reports, and legal reports, business or technical report or research paper, writing manual or other documents. Narrative report writing is also a common form of academic assignments, which may involve writing a report on a book, an experience, an experiment, etc. It becomes a narrative report which may require the third person point of view. Reporters, biographers, or historians usually use the third person point of view for the sake of objectivity and for various reasons. Since the focus of narrative report is providing information for the reader, it would not be necessary to follow the pattern of a story. However, the involvement of personal opinion is inherent if the authors write their own experience, or experiment. The authors are authoritative for these opinions to be considered credible. Thus, narrative report writing is the process through which an experience is described, and told from the author's point of view.

Narrative report signal words:

While, as, during the time that, when, whenever, before, after, at, in, on, by, during, until, first, next, then, finally, meanwhile, during the time that, from the moment that, as soon as, the moment that, once, up to the moment that.

The examples of Narrative Writing practice

- Fist Day at College
- An unforgettable journey

- Your first date
- Your worst date
- The time when things went wrong
- Your experience with a disaster
- Your achieving a goal
- A change in your life
- How you made up your mind facing a difficult situation
- A strange experience
- The day the lost child came back home
- The first time I
- My first experiment in the college
- Etc.

8. Persuasive Essay

This essay tries to convince the readers that your argument on something is true. However your argument should be supported by facts and examples. Here are some steps in doing the essay:

- Determine the reason for choosing the subject matters.
- Find out if the readers will agree or disagree with your arguments.
- Collect some evidence and true facts to support your arguments.

9. Process Essay

This essay tells the process of situations that lead to a final result. The description of the process should be clear so that the readers know exactly the aims of writing this essay. Do not forget to explain

some terms that you use in your descriptions. Some examples should be provided to support your process descriptions. Examples of process essay:

- The making of an air plane
- The healing of cancer
- The growing of Rafflesia Arnoldi

10. Review Essay

Review essay gives critical and well argumentative of the facts or events. For example, your job training experience where you judge or give factual arguments on your workplace. The main aim is to evaluate the work that you and your teamwork in the company have performed. You should give your opinion as well as your criticism, and of course your solutions to the problems that you have raised in the essay.

11. Scholarship Essay

This type of essay is similar to admission essays, however the demands are tighter. Your essay should be very accurate and highly qualified that includes grammar, sentence order, outline, etc.

D. Parts of an Essay

There are three main parts of an essay:

1. Introduction

a. Aims: There are two aims, first, it should be able to relate the readers with you as the writer when you describe the topic in the first place. Second, you as the writer should mention some questions related to your research if you do that.

b. Parts: Introduction has two parts;

1) General statements: Introducing the topic of the essay and giving background information on the topic. The first sentence in the introductory paragraph should talk about the subject in general.

This is done to attract the reader's attraction and introduce background information on the topic.

2) The thesis statement: stating the main topic, listing the subdivisions of the topic or subtopics, indicating the method of organization of the essay. This is mostly written in the last sentence in the introductory paragraph. Here are three examples of thesis statements with no subtopics:

a) Being the richest man has more advantages than disadvantages.

b) Young people in Western countries have more freedom than those in the Eastern countries.

c) Beggars and street hawkers moving into Jakarta give significant effects on regulations.

In this example the subtopics are named:

The beggars and street hawkers moving into Jakarta give significant effects on government regulations to facilitate security and cleanliness.

A colon is used in a thesis statement: Heart attack arises from the following causes: Hereditary and lifestyle.

2. The Body

In this part you describe, argue, debate, state, quote or give your opinions, in other words you discuss thoroughly the problems and solutions of your essay. It must be difficult in the beginning, but you will be able to write fluently after you really master the situations such as what the real problems are and how to solve them. The best way to organize your thoughts is to make an outline. So, the body discusses your subdivisions topics one by one to explain the controlling ideas in the thesis statement.

3. The Conclusion

This consists of summary of your main points. You should summarize your discussion in this part and not to forget to relate what you have described in the Introduction and the Body. Finally, this answers the solutions of the essay problems. A conclusion helps your reader to understand that you as the writer have completed putting your ideas in details. A conclusion can summarize the main ideas or talk about the main point, result, implications, suggestions or question if you like. In other word, your writing should be in the form of a finished package in a conclusion, but do not forget to comment on the subject to make an impression on the reader's mind that you are giving effective message and finishing Touches: To be able to write a good essay you should read a lot of writing guides and ask for help, the last but not least you should practice.

- a. Ask someone to read your essay for example your friend, teacher or your family to get the impressions of your essay. Tell them to criticize your essay.
- b. Discuss your essay in a small group to get comments, criticisms and opinions from others.

Doing this will enhance your capacity of writing ability.

Task

- Think about reasons for choosing your essay.
- Pick up one of the essay types mentioned above.
- Choose a title, make an outline then write an essay.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

Chapter 5

Steps and Process in Writing an Essay

A. Introduction

This chapter explains the steps and process in writing an essay with some tips in choosing the topics which will determine how fluent we will write.

B. Steps in Writing an Essay

1. Choose an interesting topic.
2. Do research on the topic
3. Design and write essay.
4. Do not forget the deadline.
5. Look at our plan.

First thing first is to choose your topic. You are free to choose the offered topic based on your own ability to cope with the problems of the topic. If possible avoid difficult topic that may corner you, hence you will have other problems. It is better to plan a research before you start writing because doing this will give you some ideas what to discuss. The next step is to design or make drafts and do literature review in the library to support your ideas. Last but not least not to forget the deadline, when you should submit it sooner or later.

C. Tips in Choosing the Topics

1. It is not enough just to name the essay in the title. A smart, catchy, relevant title will make the essay worth reading and the essay is worth noting.

2. Write as a short title as possible cause this make the readers interested.
3. It is possible to use some of the words taken from a source such as from a magazine or a newspaper, but not to forget that you will discuss them even a little bit in the essay.
4. You may begin your titles with "Wh questions such as Why, What or How" starting with one of these questions means that you promise to explain something worth understanding and give some answers in the essay.
5. Generally titles are written in two versions separated by a colon.

D. The Writing Process

There are four main stages in the writing process:

1. Pre-writing:
 - Choose and narrow the topic to a particular aspect of the general one. For example if the topic is about the environment you can narrow it from the environmental pollution to the pollution of the oceans and finally you can narrow it to the most specific topic for example: effects on sea life. Doing this will make your writing clearly and completely.
 - Brainstorm. There are three useful techniques in doing this, those are listing, free writing and Clustering.
2. Planning:
 - Plan what topic to write, when to start, and how to end. Making planning is important because from this point you will decide your writing.

3. Writing and revising draft:

- As soon as you have planned, you directly execute writing with all the techniques that you have learnt then practice it. After writing the draft that you have done, do not forget to revise it. Finally, writing process should be accomplished.

4. Writing the final copy:

- Writing the final version takes some time, hence it should be done very carefully. Re-editing if necessary proofreading is needed. Then you are ready to hand in to your lecturer afterward.

Task

1. Choose a topic that you are interested in, then make draft.
2. Write a complete essay practicing the above steps and process of writing.

Chapter 6

Selecting Your Topic

A. Introduction

Selecting your topic will be described in this chapter. We should know some reasons for choosing the topic, understanding key terms and instructions and understanding the title so that we do not get lost in purpose of writing an essay.

B. Reasons for Selecting the Topic

If you are given freedom to choose some topic of your essay you will have to write some reasons why you are interested in choosing the topic. This is important to inform the reader that you are really capable to discuss further about the chosen topic. Unless, the reader will not have some pictures of what you are talking about in the first place. The readers may not be interested in reading your essay or your writing because they will not find any information that they may need in your essay or your writing. So tell directly the reasons for choosing the topic because you are intending to give some useful information from sharing your ideas or experience in your essay or writing.

C. Understanding the Title

First, understand what the title is all about. What the title is expected to talk about. Do not forget to answer the question that the title requires. Some students fail to answer the title question, this may be because they are nervous or the time is limited. For Example: think about this topic -Argue the case against the banning of smoking.

Students who are against smoking may lead to answer the wrong question, they may argue against smoking. In fact the topic requires exactly the opposite. Remember there are two negative 'against and banning' 'for' smoking.

Misunderstanding can be avoided if you follow these tips:

- Do not forget to write the title in every steps of your work in making notes, planning, making first draft and final version.
- Ask yourself questions to answer the title e.g. 'Argue the case against the banning of smoking'. Why is smoking illegal? What should the government do to overcome the problems? Etc.
- Prepare some possible answers or arguments to discuss further the topic.
- Paraphrase the title e.g. Argue the case against the banning of smoking can be paraphrased as: 'What are the arguments against making it illegal to smoking.'

D. Understanding Key Terms and Instructions

When you analyze the topic you will see some elements to consider for example:

- Key terms, or concepts. These indicate what area of subject matter your essay should cover.
- Instructional words. These inform you what to do with the subject matter for example: explain it, compare, contrast it, discuss, argue, and so on.
- Other pointers such as how far, how long, how much, to what extent to what quality etc.

Table of Instructions

Instruction What it means

Analyze discuss in detail, examine, criticize, review.

Appraise evaluate, find the value of.

Assess weigh up, judge.

Compare find similarities, and differences between.

Contrast indicate the differences between.

Criticize give your assessment of merits and defects.

Define give the precise meaning.

Discuss examine in detail, argue, give reasons for and against.

Describe give a detailed account, discuss.

Examine investigate, scrutinize, discuss.

Explain account for, give reasons for, make clear.

Indicate point out, show.

Illustrate explain with examples.

Interpret explain the meaning of.

Judge give your opinion/ conclusion.

Justify give reasons for, show to be true or reasonable.

Outline give main points, showing structure, omitting details.

Refute prove a statement/ argument to be false.

Relate make the connections clear between facts and events.

State present simply and clearly.

Summarize give a brief account of the main points.

Trace show the development of, in clear stages.

Task

- Think about your reasons for choosing a topic.
- Discussion points: Discuss some difficulties in choosing your own topic given topic.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

Chapter 7

Gathering the Information You Need

A. Introduction

The more information you have collected, the more fluent you can be in giving information to others in your essay. In this chapter you will learn how to prepare for your essay beforehand such as improving your research skills, practicing in note – taking, deciding what to note.

B. Improving Your Research Skills

Before you master in writing an essay, you should know how to:

1. Organize your time: make a note or time table when you should hand in your essay in the deadline, when to start: writing up the final version, writing up the first draft, thinking about the topic purposefully and making an essay plan, doing any interviewing and doing the note taking from printed sources, deciding on priorities, making a preliminary survey of sources that the topic demands.
2. Relating your research to the topic: it is better if you write based on your own research or others'. Your essay will sound strong that you relate every argument with your own research findings.
3. Reading purposefully and taking notes: You can find information that you may need in library.

The most powerful resources that you will need from printed materials such as books, booklets, magazines, newspapers, pamphlets, publicity materials, and so on. Usually when you are assigned an essay related to academic matters, your lecturers give you references list of book to read as guideline. A common reading formula for an effective reading method is SQ3R:

S = Sample Sampling or surveying procedure is used to see whether a book is suitable for your essay purpose. It includes checking the

title, author, date of publication, blurb, contents page, main headings, index, illustrations, preface or introduction.

Q = Question Questioning yourself about the author's aims, ideas, and question yourself if the book answers the topic you are writing.

R = Read reading the book in details needs some techniques such as skimming, scanning, and In depth.

- Skimming means quickly exploring the text to find general information that you need for your essay.
- Scanning means quickly exploring the text to find specific information that exactly you want for your essay and neglect the rest.
- In depth means reading as slowly as possible to understand, question critically as you go.

R = recall is to check or sharpen your memory. There are two kinds of recall; Oral and written recall. To do oral recall you need to ask a partner to ask you some questions on the text to check for understanding. To do written recall you need to write everything related to your intended information in the text. Doing this will sharpen memory, and will not forget some information.

R = review To do this you need to read quickly again and add some left out information or important one in your essay.

C. Practicing in Note-taking

Try to make a note when your lecturer is explaining something, or when you read a book or other written materials. Doing this, you will develop your skill and techniques. One thing you should notice when you read different kinds of texts is that you learn the style of other

people. How they express themselves through writing, the style, tone, the way they choose phrases, words and terminology.

D. Deciding What to Note

You should make a course outline as your path to further your discussion. When you expend your writing into larger discussion you will know where to fit each statements, ideas, argument and so on into this framework.

- Organizing your notes: everybody has their own way of organizing note. Here are some steps to organize note for university or college level. Try and compile your notes for further use.
 1. Labeled folders to keep various materials from newspaper cuttings to magazine extracts. You will need them for further essay writing use.
 2. Loose-leaf ring binders to compile A4 sheets note. This will make your task easier to check for statements, quotations.
 3. Use appropriate size of card to keep bibliography that is arranged in alphabetical order.

Smoking-----→Aspect of subject
<u>Banning against smoking -----→Note in own word</u>
Government regulations or rules. Taxes, health, privacy etc.
Employment or empowerment
(think about human resources)-----→Student's comment
James, Jambrozan ' The empowerment system, Newsweek, 5.1.111 ----- ----→Author
Title, publication, date, page number

Note card: note from magazine article

James, Jambrozan

'The empowerment system, Newsweek', 5.1.111

(notes taken on banning against smoking)

Bibliography card: magazine article

Task

Go to the library and find some books related to your topic

- Case studies: women employees should need work protection.
- Summary: Make a summary of your note taking.
- Discussion points: Discuss a healthy work environment.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

Chapter 8

Thinking and Planning

A. Introduction

“Thinking means connecting things, and stops if they cannot be connected. G.K. Chesterton, Orthodoxy (in Hennesy 1994:48). In this chapter we will explain how we should think and plan first before we start writing and some steps to do such as Effective Thinking, Planning your Techniques, Brainstorming for your ideas, Techniques of Brainstorming, Putting Ideas into Writing.

B. Effective Thinking

For essays, thinking means connecting the knowledge you have amassed about the subject, shaped and adapted by your own thoughts and ideas, to the demands of the topic. Planning means making your thinking effective: putting what you have to say in logical order, with clear connections between the parts so that you achieve unity and coherence. (Hennesy)

Making an essay is not an easy task. We need to think and plan. Here are some common things taking place when making an essay:

1. In the beginning it is hard to choose a topic.
2. Gathering information takes time.
3. Over lapping in outlining a paragraph.
4. Get stuck in thinking and planning.

C. Planning Your Techniques

There are some planning techniques to help you cope with handicaps in effective thinking.

1. *Building round the controlling idea*: controlling idea is a summary of what you have to say in your essay. You need this to make your essay unity and coherence. Controlling idea is called a thesis, a theme, an explanation, a considered view. This controlling idea is sometimes found before you make note or after you choose a topic. For example: Topic: juvenile delinquency (controlling idea: it should not be maintained). Controlling idea may/not be easy to decide. You may be still confused at the end of your writing what to think or how to argue a problem in the writing process. To solve this problem you have to write first and plan later. Making mistakes in the beginning is natural, but then you try again. Later on a plan along with controlling idea will come up. Do not forget to recheck your writing or draft to make it better.
2. *Brainstorming for your ideas*: this means that all related ideas and words are put forward, spoken and written of course to see if they are supporting your topic. Never hesitate to speak or write anything that may be related to the topic. Later step is to make a priority of what words or ideas that should be used to talk about the topic. You can also skip or erase unnecessary words if you think you may not want them in your draft. Let us take an example for doing the brainstorming. When making an essay you should associate your essay subject with words related to real life. Provide some examples or evidence in your essay to sound stronger.

Associate your subject with people (who), places (where), activities, events, situations, things (what), times (when), reasons (why), process (how), and option (which) when you gather information from

written articles such as magazines, newspapers, and other academic literatures.

D. Techniques of Brainstorming

Linear and Spider web or mind maps.

Linear: for example, if the topic is “customer is a king”

1. Why?
2. In what situations?
3. Where do people think so?
4. How?
5. What happens if not treated like a king?
6. Things to discuss such as: Restaurants, Hotels, Services, complaints, compliments.
7. etc.

Spider web like or mind maps for the same topic can be illustrated as follows:

Task

- Case studies: Think any famous hotel in your city and brainstorm the service.
- Discussion points: Discuss the service given in a small restaurant and a big restaurant.

Chapter 9

Making Your Essay Coherent

A. Introduction

Coherent means clear or easy to understand because your writing is consistent in terms of ideas or thoughts. To make your essay coherent, you should put all the ideas that you have gathered throughout brainstorming into the outline. Talking about outlining (remember also chapter 4 part C). In this chapter we will talk about outlining your essay, prioritizing your ideas, starting to write and keeping to the point.

B. Outlining Your Essay

There are three main parts of the outline as follows:

1. Introduction:

- mention your reasons for choosing the topic or title. Giving reasons for choosing the topic will arouse interest.
- define some terms or you can put this definition before giving your reasons for choosing the topic or title.
- mentions some problems of the topic.
- mention briefly how you solve those problems in your essay (further explanation is discussed in the content).

In this part you need to say directly what may be needed by the reader, the reader may expect instantly what the topic is all about. That is why you have to mention the reasons you write in the first place. For example: the title is “Can a customer be treated like a king?”

The Introduction:

For examples

- *Reasons:* The reasons I choose this topic is because my food and beverage department where I am studying at the moment deals with this kind of service. The other reason is that sometimes I feel that I want to be treated like a king when I become a customer. As a note, in this essay my focus of attention is on restaurant services.

Definition: Customer is a person who buys things (check a dictionary or you can quote from an author), and a king is a male sovereign ruler especially one whose position is hereditary.

- *Problems:* There are only two problems that I would like to raise here in my essay. Firstly, some service weaknesses provided by a restaurant, and secondly, the demands of customer.
- *Solution:* In this essay I would like to solve the problems by giving some ways to satisfy the customers. For example: how to become a good servant or how to give the best services to customer, and how to understand the demands of the customer.

2. **Body or content:** in this part you have to discuss the topic at length. You put your ideas including your arguments, statements, quotations, opinions, examples, experiences in other words your data that you have collected from literatures, magazines, newspapers, brochures, leaflets or other forms of written materials, the interviews, and not to forget the results of your brainstorming (draft) into a complete essay. So, in this part you answer the questions of your title or topic of your essay here, and how you solve the problems that you have mentioned in the introduction. You discuss in details everything, but not to forget to link your talk from the introduction to the content. It is wise to begin your discussion by telling the history or background of the topic or theme. For example: "A restaurant is built to cater the need

of people who want to consume something different from what we cook at home besides having different atmosphere while eating...”

For further discussion see the examples of language expressions or phrases that are mostly used in the content part in chapter 9.

3. **Conclusion:** in this part you end up your writing by concluding what you have discussed in your essay. There are two main parts of this section. First, is the summary: you summarize your discussion by mentioning the main problems and how you solve or answer these problems. Some language expressions used such as: To sum up this essay let me..., To end this essay I would like to conclude that..., In conclusion, the dangerous of... is that..., Let me conclude by saying..., As mentioned previously..., so in finally....Those are expressions mostly used to end an essay without them, your essay will sound rigid. Secondly, is the recommendations. In this part you should recommend or propose things that are not discussed in the content section because the limitation of time. Some language expressions used are as follows: Let me recommend that..., those things can be recommended to enhance..., To recommend further..., I would like to recommend that...

C. Prioritizing Your Ideas

Once you have finished making a draft (linear, mind map or spider web) put them in the outline. Doing so will make your writing or essay coherent not to forget to link the ideas using those expressions mentioned above.

D. Starting to Write

Start writing, never delay what you can write up. Never wait for the mood to come. Create your own mood. Kill the laziness feelings, never wait for the new ideas to come. If you find difficulties in finding the right words, phrases, read and read then you will have those words and phrases that you are looking for. You can edit later on when you have done your essay. New ideas may come up while writing, and you can add up or change the old ones if necessary. Here are some steps to start writing:

- Talk to yourself (remember that writing is talking to others)
- Use the mind map that you have made as the starting point
- Write something
- Extend paragraph to essay
- Keep making correction
- Keep being self motivated

E. Keeping to the Point

Always remember to keep your writing or essay simple, and clear (see writing principles in chapter 2. Good essays are always easy to understand, never make readers confused, and of course answer the title question that is to say link and match or coherent and cohesive-Task.

Task

- Think of an outline of your essay topic.
- Discussion points: Discuss some difficulties in outlining an essay.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

Chapter 10

Phrases Used in Academic Writing

A. Introduction

This chapter provides some examples of phrases used in academic writing which are very important to know and use in writing an essay.

B. How to Argue, State, Agree, Propose Etc.

Arguments	<p>Beginning</p> <p>I would like to argue that...</p> <p>I would like to begin by...</p> <p>I would like to comment on the problem of...</p> <p>There are some points I would like to make...</p> <p>Ordering</p> <p>First of all, we must bear in mind...</p> <p>Firstly,...Secondly,...Thirdly,...Finally,...</p> <p>Introducing a new point</p> <p>The next issue I would like to focus on is...</p> <p>Turning to...</p> <p>Adding</p> <p>In addition...</p> <p>Not only..., but also</p> <p>Furthermore,...</p> <p>Giving an example</p> <p>Let me give an example...</p> <p>To illustrate this point, let us consider...</p> <p>Balancing</p> <p>On the one hand..., but on the other hand...</p>
------------------	--

<p>Statements</p>	<p>Although..., we must not forget...</p> <p>Despite the fact that..., I...</p> <p>Generalising</p> <p>On the whole,...</p> <p>In general,...</p> <p>Generally speaking,...</p> <p>Stating Preferences</p> <p>I tend to favour...as opposed to...</p> <p>The main advantage of...is that...</p> <p>His statements tends to...</p> <p>I would like to state that...</p> <p>It is stated that...</p> <p>Here is his statement...</p> <p>The statement seems to...</p> <p>As stated in...</p>
<p>Quotations</p>	<p>Taking quotations</p> <p>To quote the statement/opinion from...</p> <p>Let me quote the saying that...</p> <p>It is quoted from...</p> <p>Quoting the opinion of...</p>
<p>Opinions</p>	<p>Strong</p> <p>I firmly believe that...</p> <p>I am convinced that...</p> <p>There is no doubt that...</p> <p>It is quite clear that...</p> <p>Neutral</p> <p>I think that...</p> <p>In my opinion...</p> <p>As far as I am concerned...</p>

	<p>From my point of view...</p> <p>Tentative</p> <p>It seems to me that...</p> <p>I would say that...</p> <p>I think it would be fair to say that...</p>
Agreeing	<p>Strong</p> <p>I completely agree that...</p> <p>I agree entirely with the point of view...</p> <p>Neutral</p> <p>I agree..</p> <p>I think it may be considered that...</p> <p>Partial</p> <p>I would tend to agree with the statement...</p> <p>I agree in principle, but...</p> <p>By and large I accept the views of...</p>
Disagreeing	<p>Softening Strong Disagreement</p> <p>Frankly speaking I will not agree with...</p> <p>With respect I do not think that...</p> <p>Strong Disagreement</p> <p>I totally disagree with the opinion that...</p> <p>I do not agree at all with that...</p> <p>I disagree entirely...</p> <p>Softening Neutral Disagreement</p> <p>I am afraid...</p> <p>I respect the statement...</p> <p>Neutral Disagreement</p> <p>I really do not agree with that...</p> <p>I cannot accept the views that...</p> <p>I think I do not have to agree...</p>

	<p>Tactful Disagreement</p> <p>I agree up to a point, but...</p> <p>To a certain extent I agree with that...</p> <p>It seems that we have a good point in...</p>
Clarifying	<p>Confirmation</p> <p>Basically, what I am trying to say is that...</p> <p>We are not always correct in assuming that...</p> <p>Correcting Misunderstanding</p> <p>There seems to have been a slight misunderstanding...</p> <p>It seems that we are talking at cross purposes</p> <p>Re-phrasing</p> <p>Perhaps I have not made myself clear...</p> <p>Basically, what I am trying to say is...</p> <p>It simply...</p>
Proposals	<p>Strong</p> <p>I strongly recommend that...</p> <p>I suggest most strongly that...</p> <p>In my view, the only solution is...</p> <p>Neutral</p> <p>I propose that...</p> <p>My proposal is that...</p> <p>Tentative</p> <p>I would propose that...</p> <p>I would like to put forward a proposal that...</p> <p>Total Support</p> <p>I can thoroughly recommend that...</p> <p>I totally agree with...</p> <p>I entirely approve of...</p>

Opposition	<p>Total Opposition</p> <p>I am totally opposed to the proposal...</p> <p>I see there is no valid reason for supporting...</p> <p>I am opposed to the proposal...</p> <p>I cannot see many problems in adopting this...</p>
Persuading	<p>Asking Questions</p> <p>Have you taken into account...?</p> <p>Would not it be a good idea to...?</p> <p>Adding Information</p> <p>There are other consideration for example...</p> <p>If we look at it in another light...</p>
Importance	<p>Emphatic Views</p> <p>I particularly want to emphasize the fact that...</p> <p>It is essential to realize that...</p> <p>This issue is highly significant...</p> <p>I consider this point of the utmost importance...</p> <p>Neutral Views</p> <p>It is well worth noting that...</p> <p>Let me stress here the importance of ...</p> <p>Tentative Views</p> <p>I would like to remind you that...</p> <p>I believe this needs further discussion...</p>
Certainty	<p>Certain</p> <p>There is no doubt that...</p> <p>I am certain that...</p> <p>It is certain that...</p> <p>Uncertain</p> <p>I am not certain that...</p> <p>I have doubt about...</p>

	<p>I am uncertain about...</p> <p>There is some doubt as to...</p> <p>Probable</p> <p>It is quite likely that...</p> <p>I am almost certain that...</p> <p>Possible</p> <p>It is possible that...</p> <p>It is not impossible that...</p> <p>I think there is every possibility that...</p>
--	---

Task

- Try to put some of those expressions mentioned above into practice.
- Discussion points: discuss some problems in using those expressions.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

Chapter 11

Editing and Rewriting Process

A. Introduction

In this chapter the importance of editing and rewriting process will be explained with supporting information of Getting feedback, examining your content and flow, the editing process, the rewriting process and how to pass your essay.

B. Getting Feedback

After you have finished writing your first draft, you read again thoroughly, copy it then ask your friends to proof reading. Ask your friends to give you honest feedback about your essay, especially the content, style, structure, and the understanding. Compare the feedback, and use it to measure how far you have achieved some principles of writing discussed in chapter 1 and 2. Never forget the goals of making your essay whether you answer the essay questions, purpose that you intended before you start writing.

C. Examining Your Content and Flow

Check and ask yourself whether the content is coherent, related closely to the topic, it achieves the purpose directly, and understandable. Finally check whether your writing flows from the beginning to the end.

- Examining your structure
- Examining your style
- Learning from criticism
- Analyzing your essay

D. The Editing Process

I. Here are some tips in editing process:

1. Recognize what kinds of mistakes you are searching for.
2. Search for appropriate construction of grammar.
3. Check spelling, punctuations (comma, period and apostrophes), and verb -s or participle -ed if you have missed them.
4. Find proof readers to help you reduce mistakes or misunderstandings.

II. *Capitalization*

General Conventions

1. *Capitalize the first letter of the first word of each sentence you write.*
 - Welcome to Bandung
2. *Capitalize the first letter of proper names and of adjectives*
 - I think John was sick.
 - I want to go to America.
 - Special Conventions.
3. *Capitalize north, south, east, and west and their compounds only when they designate an actual place, not when they point in a direction.*
 - The conference was held in the South-East.
 - The Sun rises in the East and sets in the West.
 - They went to the west and then to south.
4. *Capitalize the first word of a title of a book, magazine, story, essay, or play; and capitalize all other important words also.*
 - We liked *The charming of the prince Diana*.

- I like the *Ivory*.
 - In the novel of "The Titanic"
5. *Capitalize the official title of a person when you use it with the person's name.*
- The nomination goes to Governor Arnold Schwarzenegger
6. *Capitalize the names of months and of days of the week.*
- He will be free on Tuesday, December 24.

E. The Rewriting Process

Here are some tips:

1. Correct directly the mistakes or errors found.
2. Re-read your essay.
3. Think if you wish to change, add or maintain ideas.
4. Make back up or copy of your ready- made essay.

F. How to Pass your Essay

Some Strategies

1. Be sure you choose the right topic for your essay. You choose your own topic because you are really interested in it and you know how to talk about it. If you are given a topic, make sure that you understand it.
2. Take a break if you tired.
3. Spend enough time for finishing your essay.

4. Try not to bother with font, margins, but just use standard format as required by your teachers or tutors.
5. Remember that formal use of English is important in your essay since it is academic writing.
7. Pay attention to the deadline (your teacher may reduce point for late handing in).
8. Never plagiarize whether you realize this or not. Original thoughts are most appreciated. Mention references if you use other's points of views or words.
9. Citations will make sure the readers that you refer to other's works, and doing this will be safe.
10. Check and re-check your essay.

Task

Supply capitalization to the following sentences.

1. This sedan Suzuki belongs to brother john.
2. Their conversation club at Sekolah Tinggi Pariwisata Bandung was funtastics.
3. She's performed better in French than in English.
4. Yesterday I met man in the castle.
5. They wrote a note to Mr. Tukul.
6. the most beautiful city I've ever seen is San Francisco.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

Chapter 12

Memo Writing

A. Introduction

Memos are messages aimed at addressing to people from lower to high rank in the company or institutions. Customers, clients or other people outside the company or organization can be sent memos. Memos are thought to be more formal messages than e-mail or other kind of electronic messages. They are used to give information about: orders, developments, progress, procedures and other related subject of the organization or institution. Memos are usually sent for internal use even though some government departments, army use them to communicate with each other. In this Chapter we will explain the parts of memo, long memo and format.

B. Parts of Memo

There are three main parts of short memos.

1. Reasons for writing the memos. These may be a request, recommendation, and responses to other memo, letter or phone calls. Make these reasons brief.
2. Background information. Explain details of reasons for making a recommendation, facts or other requests mentioned in the first paragraphs.
3. Restatement of actions. This informs specific tasks and deadline to accomplish.

As a note, writing memos should be as clear as possible why writing them.

C. Long memo

In this long memo explanation of the purpose in the beginning of paragraph may be longer than that of a short memo but do not forget to remind the readers to respond eventually.

Inform the readers as clear as possible. It is possible to provide schedules, tables, lists or statistics. The illustrations you show in a long memo may accommodate readers in inside or outside company the information that they really need. Therefore, in a long memo the format is like a report it is longer and more complete than that of a short memo.

D. Format

Memo or Memorandum is mostly aligned in the left margin or centered on the page and it is followed by the heading then body. In the heading you should write the date, recipient's name, sender's name and a subject line consisting of the memo's content. Here is an example.

Date: January 17, 1994

To: John Rambo

From: Arnold Suegerlah

Re: Preparations for February and March Wedding parties

You can design your own format as long as you can attract the readers' attentions, and remember that headings should always be concise that means giving short but complete information.

Positioning Headings in Text. You should use a period to separate the heading from the text, and the font, size, and font size should be different from the text. The final stage before sending your report is to check more attention to a heading and make sure the readers understand the intended meaning.

The Body

The body of the memo should at least have four lines spaces to make it different from the heading. You can also insert a thin rule, or line between the heading and the body.

Do not forget to single-space line to each paragraph, and insert a double space between them, but never indent the paragraphs.

Date

There are two kinds of writing date: a month-day-year or day-month-year. To avoid confusion the name of the month should always appear. Here is an example:

Correct: August 17, 1945 or 17 August 1945. Incorrect: 8/17/45.

Subject Line

The subject line is one of the most important elements in a memo. Write short and specific subject lines which tell readers a good idea of what topics the memo should cover. For example:

Futuristic 2012 investment plan. But vague subject line which tells the readers too little will sound like this: 2012 plan. Wordy which is too much for the readers as in the example here:

Attention to new policy about investing your money in 2012.

Task

Compose a memo of your own. Your memo should include reasons, background and restatement of actions.

NOTES

A large rectangular box with a thin black border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the box.

Chapter 13

Resumes, Cover Letter, and Job Application Letters

A. Introduction

It is noticed that both employees and employers find that matching the person to the job is a difficult and frustrating experience. As an *applicant*, a good letter or resume won't guarantee that you'll get the job, but they may give you a chance to get one. As an *employer* you are entitled to write letters ranging from rejections to acceptances, from references to reprimands.

With each *résumé*, you must send an original, typed (never handwritten) cover letter. The purpose of the cover letter is to introduce you to the potential employer and refer that person to your enclosed *résumé* for more detailed information. Here are some guidelines for cover letter preparation:

B. Guidelines

- Address your cover letter to the person with the ability to hire you (never *To whom it may concern* letters because this way rarely concerns anyone). If you do not know the name of the hiring individual, refer to the person by title, for example, Dear Personnel Manager.
- State the position you are applying for early in the letter, along with your relevant qualification for the position.
- Design your letter to the wants and needs of the company. (Employment ads and company literature will provide clues about what to stress.)
- A cover letter shouldn't be more than one page (roughly 100 to 150 words), so be brief.

- Be careful about starting too many paragraphs with the word “I”. Some employers may see you as selfish if you do this. Lead into most of your paragraphs with prepositional phrases instead.
- Refer to your enclosed résumé, but do not repeat its contents.
- Take the initiative at the end of the letter and tell the potential employer when you intend to follow up the letter with a telephone call.
- Pay special attention to proper grammar, neatness and avoidance of errors typing.
- Match your cover letter and résumé stationery in both size and shade.
- Finally, Sign your letter legibly in black ink.

Resume: Cover Letters

Resumes and job application letters may be mailed to employers with or without a cover letter: opinions of human resources managers vary as to which is more effective. The key to a result-getting cover letter is *brevity*, because the purpose of the letter is to save the reader’s time.

Although the cover letter should be short, it must also be long enough to persuade the reader to turn to the resume itself. Mention the job you are applying for and one or two of your strongest selling points.

How To Do It?

1. Indicate what job your are applying for.
2. Provide one or two items of experience.
3. Mention that the resume is enclosed.

Dear [Sir/Madame]: (To a HRD manager of Holiday Inn Hotel Canada)

This is an application for a position as a receptionist. I recently graduated from the NHI Tourism Higher Education - Hotel Management Department - with a Diploma degree in Food and beverages management.

Having worked for Homan Hotel Bandung during the past two years and Christmas seasons, I am most interested in the Front office field. I have experienced in...

My resume is enclosed. I will be glad to discuss my qualifications in an interview.

Yours Sincerely,

Your Name

C. Job Application Cover Letters

Job application cover letters are similar to resume cover letters, but the briefer is the better.

Mention kind of job or position you are seeking, only one or two strong qualifications for the position and that your job application letter is enclosed. Your objective is to get the human resource manager to read your application letter immediately. Use the same three-step How to Do It outline suggested for resume cover letters.

How To Do It

- a. Indicate what job you are applying for.
- b. Provide one or two items of experience.
- c. Mention that the resume is enclosed.

Study the Example

Dear [Sir/Madame]:

My qualification from tourism and hotel school, plus six months training in Hyatt Singapore, should meet the requirements for a head waiter in your hotel restaurant.

I am interested in such a position with your company.

The enclosed resume explains my qualifications further.

Sincerely,

(your name)

Dear [Sir/Madame]: (To Manawi International Hotel)

In answering to your advertisement in the Pikiran Rakyat on June 1, 2013 for a chef, I have three years experience in this job with different Asian restaurants, plus the background of three years in European ones.

I am prepared for the long hours of working required of an effective chef.

My resume is enclosed.

Yours Sincerely,

(Your name)

Dear Human Resource Manager,

In response to your recent advertisement, please accept this letter in application for the (name of position) currently available within your company. As you can see from my enclosed resume, my degree in (major), as well as my diverse (types of skills), make me a strong candidate for this position. I would appreciate the opportunity to discuss my credentials with you at a mutually convenient time. Thank you for your consideration.

Respectfully yours,

Your Name

Dear Sir/Sirs

Dear Mr./ Miss/ Mrs./ Ms/ Surname

I would like to apply for the post of... advertised in... (date/month/year)/ in your letter of (date / month / year) / at the... agency.

Please find enclosed a complete curriculum vitae.

I would be pleased to attend an interview at any time which is convenient to you. I can be contacted at the telephone number given at any time/during working hours/during office hours /after 5 p.m.

I look forward to hearing from you.

Yours faithfully,

D. Resume

Never make a bad resume, a badly written letter and an untidy presentation. Don't forget you are *trying to sell yourself, both in the CV and in the letter*. Because your resume represents you, keep it neat, specific and accurate. Remember the old but true cliché, "*You will never have a second chance to make a first impression.*"

The ideal length is open to a question, but most agree that it should be no more than two pages. Emphasize your strengths, and omit your shortcomings rather than trying to explain them. Mention your education. The employer is interested in your highest level of schooling, and in any courses that are directly applicable to the job you are seeking.

Writing a resume requires that you review your experience and organize it logically and clearly. You will learn about yourself while going through this exercise, and be better prepared to make a good presentation at your interview.

1. Resume Types

There are two résumé formats that are widely used today. These formats are: chronological and functional. Each format has its own purpose and advantages. Which format should you choose? It depends on several factors.

The Chronological Format

The Chronological resume is more widely accepted and is easier to write. This format presents your education, work experience and activities with each section described in *reverse chronological order* with the most recent at the top of each section. You should choose the chronological format if your skills and accomplishments meet with your

most significant work experience and if these are in line with your career goals.

The Functional format

The functional resume allows you greater flexibility in presenting skills gained through personal experience or through low-paying or volunteer jobs organizes your skills and accomplishments into job task groupings that support your stated career objective. If you must pull together certain skills and accomplishments from a variety of past experiences to show your preparation for what you want to do in the future, then the functional format is probably for you.

2. Resume Purpose

It is important to remember the purpose of a resume, from the employer's perspective. The employer does not want to learn every detail of your life. He or she simply wants enough information to make the decision if he is going to call you in for an interview. During the interview, he will ask you to fill in the specific details. It is unlikely that an employer will ever hire you or anyone else solely on the basis of your resume.

E. Resume Preparation

1. Four Keys

Employers will say that there are four keys to effective resume preparation, and that if you fail to address these keys, your prospects of gaining an interview with the company are slim.

- The first key to effective resume preparation is *to target a position you are qualified for*. Be careful of stating the unattainable as your job

objective. A person who has just earned a Diploma of Food and Beverage Management from a hotel school is not likely to be considered for the position of Restaurant manager, so don't state that objective. Reach for something that is more realistic. For example, this person's objective could be craft-level with advancement to restaurant management.

- The second key is to *highlight important information*. The easiest way to guarantee that your résumé won't be read is to make it difficult for the employer to find what she is looking for. To make sure your important information is not buried in your résumé, in addition to devoting more space to the most important points on your résumé, there are other things you can do to draw attention to them. You can use boldface, CAPITAL LETTERS, underline, italics, or even use larger type styles for emphasis. These features are especially good for your résumé's headings.
- The third key is to be **specific**. Be blunt. Explain exactly what you did in your previous jobs. Then, more importantly, in your cover letter, tell the potential employers how you did in the past will help their companies.
- The fourth key is to be *correct in your grammar and spelling*. Of all of the types of errors that you can make in a résumé, these are the worst. Have several people proofread your résumé, cover letter and even your envelope before mailing them. It is difficult to notice your own mistakes. Since you know what should be there, you are likely to see what should be there, not what is there. Never depend on the spell checker. Be especially sure to have the potential employer's name and company name correct. Many of them will immediately toss your unopened envelope in the trash if their names are misspelled. Double-check the spelling of all names.

Considering these four keys will help assure your success with the potential employers.

2. Risky Items

Pondering what items to include in a resume frequently occurs to a job seeker. A job seeker usually thinks about the following risky items: *height, weight, health, sex, marital status, number of dependants, religion, ethnic origin, age/date of birth, reasons for leaving the previous jobs, salary history*. You (a job seeker) should consider whether or not to include them in your resume unless the resume form is provided and these items are required by the employer. Doing this will help you avoid unexpected results, such as *bias* or *discrimination* against you – either intentionally or unintentionally before the employer even meets you.

3. Font Choice

One of the first impressions your employer will have of you is based on the visual appearance of your resume. It is usually best to stick with the traditional, classic fonts such as Arial and Times Roman or their close counterparts. These two fonts are widely accepted as being highly readable. You usually will want to choose just one font for your entire resume, then use its variations, such as bold or italics, for highlighting information. The body text should be 10 to 12 points in size, you may wish to make the headings and your name a bit larger.

4. Paper & Envelope

When selecting the paper, it is generally better to be on the subtle side. You want your paper to stand out from the stacks of photocopies on the potential employer's desk, but you don't want to be too shocking or bizarre.

- Choose a light-colored bond paper, perhaps gray, light blue or buff. Textured (such as linen-weave or laid-finish) and parchment paper are also good choices. If you choose a watermarked paper, be sure that when you hold your résumé and cover letter up to a light, the watermark will read correctly. Stick with standard-sized 8½ x 11" paper, as well.
- Use the same kind of paper for all communication you have with the company. This will make you look more organized than if you are using blue paper for your résumé, buff for your cover letter and gray for your reference page.
- At all costs, avoid using plain, white photocopy paper. Your all-important communication may well get lost in the shuffle on the recipient's desk.
- You should have each résumé and cover letter printed on a laser or inkjet printer. Avoid photocopying on all but the best machines. If it is possible, create and print an original résumé for each position you are applying for.

Example

Experience

All man Services Company.

Food and Beverage Order Supervisor January 2013 to Present.

- Interviewed, trained and supervised food and beverage order clerks.
- Inputted order data into computer system to generate daily records of transactions.
- Solved problems for dissatisfied customers.

- Coordinated with food preparation supervisor to ensure food quality and adequate supply of frequently ordered menu items.

All man Services Company

Food and Beverage Order Clerk August 2010 to December 2011

- Took food and beverage orders over telephone and intercom system and recorded orders on ticket.
- Suggested menu items and substitutions for items not available.
- Answered questions regarding food and service.
- Distributed order tickets and called out orders to kitchen employees.
- Collected coupons and cash for service.
- Kept records of transactions.

Education

Roosevelt High School Charlotte, NC

High School Diploma

Graduated in the upper 10% of the class

References: Available upon request

Name :

Address :

Objective : An interesting position with a growing company

Experience : Your Employer City

Front Office Manager

Start Date to Present

- Coordinated front-office activities.
- Actively participated in <what>.
- Resolved problems arising from guests' complaints, reservation and room assignment activities and unusual requests and inquiries.
- Researched and recommended <what>.
- Assigned duties and shifts to workers and observed performance to ensure adherence to hotel policies and established operating procedures.
- Contributed to all aspects of <what>.
- Conferred with other department heads to ensure coordination of hotel activities.
- Structured and maintained a <what>.
- Answered inquiries pertaining to hotel policies and services.
- Chosen as the <what>.
- Greeted important guests.
- Responsible for <what>.
- Arranged for private telephone lines and other special services.
- Assisted subordinates and supervisors in identifying and resolving problems.
- Patrolled public rooms, investigated disturbances and warned troublemakers.
- Fostered development of personnel in managerial capacity.
- Interviewed and hired applicants.
- Managed <what>.
- Received and processed advance registration payments.

- Maintained <what kind of> records.
- Sent out letters of confirmation or returned checks when registration could not be accepted.
- Managed and operated a <what>.
- Directed, installed, operated and maintained <what>.

F. Job Application Letters

A job application letter is basically a *sales letter*; therefore present yourself with confidence.

This type of letter is sent instead of a resume- do not send both. It is *another approach to obtaining an interview*.

Before writing a job application letter, however, it is wise to complete a resume. Doing so requires that you review in detail your job experience and organize it in a rational way.

Having done that, you have the facts for your application letter.

The model letters that follow are suggestions, and none will fit you exactly because your letter must reflect your personality as well as your qualifications. Emphasize your strongest ability, then describe two or three others, but don't get carried away trying to mention all the applicable experience you have. Rely on your highlights. The purpose of this letter is to obtain an interview. It is there that you can add details.

Application letters should be sent to the president or highest company officer of the department to which you are applying.

How to Apply

1. Specify the job you are seeking.
2. State your accomplishments and abilities.
3. Ask for action from the employer.

Some Example

Deddy Carbit
324 Cipagentoz
Bandung
(022) 3654435

January, 17-2014
Mr. Hanjat Rogez
Hollywood
3245 Sweet Junction
USA

Dear Mr. Rogez,

I would like to apply for a restaurant manager position as you advertised on Monday in the Times News. Here I enclose a resume for your review. I think that my skills as the manager position at an International hotel, my ability to solve problem situations, my experience in training other workers and my ability to develop a quick rapport with the public may be beneficial for your hotel. I look forward to having an interview with you some day.

Sincerely yours,

Deddy Carbit

Other examples

Speculative Application Letter

Dear Sirs,

I am very interested in the type of work done by your company, and am at present looking for a post in this particular sector of industry. As you will see from my resume, I have some relevant experiences in this field, and would appreciate the opportunity for explaining how I feel I can be of use to your company.

I should be pleased to attend an interview at any time which is convenient to you.

I look forward to hearing from you.

Yours faithfully,

Signature

(your name)

.....

Dear [Recipient]: (To a Restaurant /Hotel)

This is an application for a position as a head waiter. I recently graduated from Pajajaran Polytechnic of Bandung with a diploma III in Food and Beverages Management.

Having worked for ICBFC and NHI restaurant during the past two years, I am most interested in this field.

My resume is enclosed. I will be glad to discuss my qualifications in an interview.

Sincerely,

Sopochak

.....

Dear [Recipient]: (To an International Hotel)

I am applying for a position as FB supervisor. I am currently an FB supervisor with full responsibility for supervising 25 waiters for De laluna restaurant.

The last fifteen of my two years of restaurant business experience has been with a hotel restaurant.

My resume is attached.

Sincerely,

Shopoikhi

.....

Solicited Application Letter

Dear [Recipient]:

Mr. _____, FB manager of your International ICB Hotel Jakarta, suggested that I contact you about an upcoming opening in your International ICB Hotel Bandung for an assistant FB manager.

I have two years experience with....., including....., as well as supervising and scheduling orders.

Two years experience.....has acquainted me with the customer's viewpoint.

One day's notice is all I need to arrange an interview at your convenience.

Sincerely,

Shiapaazha

.....

G. Notes

1. In the case of sophisticated jobs, especially where you have special related experience, give further details in your letter showing why you feel you are the right person to employ.
2. Make sure your writing is clear. Large companies regularly employ graphologists to help them from an idea of candidates. Even where this is not the case, a poorly presented dirty letter will immediately be rejected.
3. As in the resume, it is wiser not to mention salary, unless you have a very good reason for so doing.
4. If you use “Dear sir/sirs,” in the opening, use “Yours faithfully” in the complimentary close; If you use Dear Mr./Mrs. /Ms / Miss + name in the opening, use Yours sincerely in the complimentary close. Use “yours sincerely” on the following occasions:
 - a. If you have met the person to whom you are writing
 - b. If you have had previous correspondence with them.
 - c. If you have been instructed to write to a specific person.

Task

Make an application letter along with a complete CV.

Chapter 14

Curriculum Vitae

A. Introduction

This chapter provides example of Curriculum Vitae.

B. Example of Curriculum Vitae Format

Full Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Sex: _____

Phone: _____

Position Applied For: _____

EDUCATION

Elementary School: _____

High School: _____

College/ University: _____

Most Recent Employment

Firm: _____ Address: _____

Supervisor: _____

Dates of Employment: _____ Position(s) Held: _____

Ending Salary: _____ Reason for Leaving: _____

Previous Employment

Firm: _____ Address: _____

Supervisor: _____

Dates of employment: _____ Position(s) Held: _____

Ending Salary: _____ Reason for Leaving: _____

REFERENCES

Please mention the names and addresses of two people to whom you are not related and by whom you have not been employed.

Name: _____

Address: _____

Name: _____

Address: _____

Who referred you to us? (person or agency):

Summarize your special skills or qualifications: _____

I certify that all the information given here are true.

Signature of Applicant: _____ Date: _____

TASK

Practice filling in the format above using your own data.

Bibliography

- Arnold, J. & Harne, J. 1992. *Advanced Writing Skills*. Longman Group. U.K.
- Dietch, B.M. 2003. *Reasoning and writing Well, A rhetoric, Research guide, and handbook, 3rd Edition*. New York: The McGraw-Hill.
- Goodale, M. 1987. *The Language of Meetings*. Language Teaching Publications, 35 Church Rd, Hove, BN32BE, Great Britain
- Gocsik, K. 2004 *Writing: Considering Structure & Organization*, Dartmouth College melalui www.dartmouth.edu/~writing/materials/student/ac_paper/write.shtml. accessed on 25-7
- Givon, T. 1984. *Syntax. A Functional Typological Introduction*. Vol.1. J. Benjamins Publishing Company. Amsterdam/Philadelphia.
- Jones, L & Alexander, R. 1990. *International Business English*, Cambridge University Press
- Kirszner, L.G., & Mandell, S.R. 1989. *Patterns for college Writing*, New York: St. Martin Press.
- Legget, G., Mead, C.D., & Kramer, M.G. 1985. *Handbook For Writers, 9th Edition*, New Jersey: Prentice Hall.
- Mc Comas, D & Satterwhir, M. 1993. *Modern Business Correspondent*. Mc Graw Hill International Edition.
- Sebranek, Meyer & Kemper. 1992. *Write source*, U.S.
- Smee, Alice.R. 1992. *Persuasive Writing: Beyond the Three Reasons*, Yale-New Haven Teachers Institute/ [/persuasive writing.html](http://persuasive.writing.html), accessed on 21 -2 - 2011

The Encarta. 1998. *Manual Of Style and Usage*. Microsoft Corporation
Quirk et.al.

_____1985. *A Comprehensive Grammar Of English Language*.
Longman NewYork.

Gocsik, K. 2004 *Writing: Considering Structure & Organization*,
Dartmouth College melalui
www.dartmouth.edu/~writing/materials/student/ac_paper/writing.html. accessed on 25-7-2011.

Kirszner, L.G.,& Mandell, S.R. 1989. *Patterns for college Writing*, New
York: St.Martin Press.

About Writers

Acep Unang Rahayu

Educational Record

1. Graduate (S1) – English Language Education
Faculty of Language and Arts Education, IKIP Bandung
2. T.E.S.O.L. Master Degree, Leeds University, U.K.
3. Doctorate in Linguistics, Unpad Bandung



Teaching Experience

1. Private English Courses in Bandung from 1985 to 2003
2. BNI, BCA, BTN, Mandiri, PJK, INTI, TELKOM, PT Pos, Bajatex and others.
3. Universitas Parahyangan Bandung
4. Institute Manajemen Telkom Bandung
5. Uninus Bandung
6. UPI FPIPS Catering Bandung
7. Sekolah Tinggi Pariwisata Bandung up to present

Working Experiences

1. YMCA Canada 1987-1988
2. CJCI Radio Network Canada 1987-1988
3. Sekolah Tinggi Pariwisata Bandung 1990 to present

Seminars/Conferences Attended

Indonesia, Malaysia, Hongkong, U.K. as a participant and presenter.

Hobbies

Traveling, fishing, watching, music, reading, cycling, sports, collecting singing birds.

Educational Record

1. Diploma III of English Language Education
Faculty of Language and Arts Education, IKIP Bandung, 1980
2. AKTA III – Education
Faculty of Education, IKIP Bandung, 1980
3. AKTA IV – English Language Education, 1987
Faculty of Education, IKIP Bandung, 1987
4. Diploma of Teaching English as A Second Language
English Language Institute
Victoria University of Wellington, New Zealand, 1988

Employment Record

1. Teacher
Bell College Bandung
Bandung 1979 – 1981
2. Teacher
Cambridge English Course
Bandung 1979 – 1981
3. Teacher
Senior Secondary – Tangerang 1981 – 1985
4. Teacher
Senior Secondary School – Bandung – Lembang 1985 – 1991
5. Trainer
Basic English Language Training – STP Bandung 1993 – 2014
6. Trainer
ESP for Tourism and Hotel School Teacher I & II
STP Bandung 1993 – 1995
7. Trainer
ESP Training for Employees of Hotel and Tourism Offices in Batam,
BPTB – Batam 1995

8. Trainer
ESP Training for Employees of Department of Tourism Post and
Telecommunication – STP Bandung 1996-1997
9. Lecturer
Bandung Tourism Institute of Higher Education
Bandung 1991 – Present
10. Teacher
Indonesia America Foundation
Bandung Branch 1989 - Present

Certificates Held

1. Certificate of PKG English Teacher Training 1
Dept. of Education and Culture – 1986
2. Certificate of PKG English Teacher Training 2
Dept. of Education and Culture – 1987
3. Certificate of Proficiency in English
English Language Institute
Victoria University of Wellington
New Zealand 1988
4. Certificate of Trends and Techniques in the Teaching of English as a
Foreign Language (T3E)
Indonesia – America Foundation – 1989
5. Certificate of Teacher Education Training
Bandung Tourism Education and Training Bandung – 1993
6. Certificate of Standards, Learning Materials and Assessment for
Travel and Tourism Training – IAPSD – 2000

Workshops/ Seminars

1. Secondary Education Curriculum Workshop (Editor)
Dept. of Education and Culture – 1986
2. Secondary School National Test Sampling (Editor)
Dept. of Education and Culture – 1987

3. Certificate of PPIA Teachers Seminar (Presenter)
Indonesia – America Foundation

Hobbies

Reading, tennis, table tennis, chess, music.